

March 18, 2026

Resilience Education

REQUEST FOR APPLICATIONS



**NATIONAL
ACADEMIES** *Sciences
Engineering
Medicine*

GULF RESEARCH PROGRAM

Table of Contents

RESILIENCE EDUCATION	1
KEY DATES.....	1
AWARD INFORMATION.....	1
PURPOSE.....	2
WHAT WE ARE LOOKING FOR.....	3
PROJECT STRUCTURE.....	5
PROJECT EVALUATION.....	5
ELIGIBILITY.....	6
APPLICATION SUBMISSION.....	7
APPLICATION GUIDELINES.....	7
MERIT REVIEW CRITERIA.....	10
RESEARCH INVOLVING HUMAN SUBJECTS.....	11
DATA MANAGEMENT.....	12
MAKING THE AWARD.....	12
<i>Selection Notice</i>	12
<i>Award Notice</i>	13
<i>Grant Periods</i>	13
POST-AWARD MANAGEMENT.....	13
SCIENTIFIC INTEGRITY.....	14
GRANT AGREEMENT TERMS AND CONDITIONS.....	14
ABOUT THE GULF RESEARCH PROGRAM.....	14
APPENDIX A.....	15

RESILIENCE EDUCATION

The National Academies of Sciences, Engineering, and Medicine's [Gulf Research Program](#) (GRP), along with the National Oceanic and Atmospheric Administration (NOAA)'s Office of Education, aims to enhance the resilience of coastal communities across the U.S. Gulf Coast states (Texas, Louisiana, Mississippi, Alabama, and Florida) through place-based education. This funding opportunity will support projects that educate community members on local environmental challenges, engage learners in solutions-oriented activities, and empower participants to take action in their communities.

Specifically, the GRP is seeking applications that engage learners in place-based activities that empower participants to contribute to local resilience efforts informed by a local understanding of socio-environmental challenges. Competitive applications should be tailored to community needs and contexts, incorporate scientific information and best practices in education, enable participants to take action in their community, and empower future leaders to help address the complex environmental challenges facing the Gulf states now and into the future.

Up to \$6M is available for this funding opportunity. Applicants must request between \$100,000 and \$750,000 for projects, commensurate with the scope of work, that are between 12 and 36 months in duration.

KEY DATES

- **March 18, 2026:** Online application submission opens
- **April 15, 2026:** Funding Opportunity Question and Answer Session
- **June 9, 2026:** Submission Help Office Hours
- **June 10, 2026:** Deadline for submissions of applications due by 5:00 p.m. Eastern Time
- **September 2026:** Award selection and notification
- **November 1, 2026:** Anticipated funding start date
- Online submission website: <https://gulfresearchprogram.smapply.io/>

AWARD INFORMATION

- **Total funding available:** up to \$6 million
- **Specifications for award amount:** Applicants may request between \$100,000 and \$750,000. All budget requests must be commensurate with the scope of work proposed.
- **Award duration:** Grants will be awarded to support projects between 1 and 3 years in duration.

- **Estimated number of awards:** Resources made available under this funding opportunity will depend on the applications received. The Gulf Research Program reserves the right to negotiate some, one, or none of the applications received in response to this solicitation.
- **Award notification:** September 2026

PURPOSE

The Gulf Research Program seeks to support resilience education activities that can help communities solve complex social and environmental challenges facing coastal communities in the five U.S. Gulf Coast states of Texas, Louisiana, Mississippi, Alabama, and Florida, referred to as the Gulf states (see Appendix A for a definition of coastal communities). The Gulf Research Program hopes to engage a wide range of learners in addressing the scientific, social, and environmental challenges in this region through education, outreach, research, and experiential opportunities. NOAA Education has a mission to educate and inspire the nation to use science toward improving ocean and coastal stewardship, increasing safety and resilience to environmental hazards, and preparing a future workforce to support NOAA's mission. In an effort to achieve these overlapping goals and better serve the people in the Gulf states, the GRP and NOAA are collaborating to support place-based educational opportunities that seek to build resilience to natural hazards.

To prepare for a future of increasing environmental impacts, communities need to implement more policies and practices that allow their members to thrive and be resilient. These policies and practices should be informed by engaged community members and leaders who understand the causes of natural hazards and their impact on their own lives now and in the future. Decisions about how to build more resilient communities should be based on scientific, traditional, and community knowledge, and represent the values of society because this contributes to better accepted and more robust policies.¹

For the purpose of this funding opportunity, place-based education (or place-based learning opportunities) is defined as using the local environment as the context for teaching and learning. The history of place-based education can be traced back to teaching philosophies and practices of indigenous peoples such as Native Americans and Alaska Natives and the locally situated, culturally and environmentally informed pedagogies used by educators, described and advocated by Dewey.^{2,3} Similarly, while many definitions of resilience exist, we are looking to support projects that inspire and educate people to use Earth system science to increase ecosystem stewardship and understand, prepare for, and address local environmental challenges. By incorporating scientific information and best

¹ Bozeman, B., and Sarewitz, D. 2011. Public Value Mapping and Science Policy Evaluation. *Minerva* 49(1), 1-23. <https://doi.org/10.1007/s11024-011-9161-7>

² Cajete, G. 1994. Look to the mountain: An ecology of indigenous education. Skyland, NC: Kivaki Press.

³ Dewey, J. 1916. Democracy and education: An introduction to the philosophy of education. New York: Macmillan.

practices, competitive applications will empower current and future leaders with solutions-oriented activities that contribute to local resilience efforts.

The GRP expects the main outcome of this opportunity to be empowered individuals and communities across the Gulf region who are equipped through place-based education to understand, prepare for, and contribute to local resilience in the face of environmental challenges.

Short- and Medium-Term Outcomes

- Increased scientific literacy, including understanding of Earth systems, ecological processes, and local environmental challenges.
- Participants engage with their local environment and community as the context for learning through interdisciplinary, culturally relevant, and place-based approaches.
- Projects employ learner-centered, inquiry-based approaches that support problem identification, question development, and exploration of solutions using scientific and community knowledge.
- Participants take part in hands-on, collaborative, and solutions-oriented activities that address local socio-environmental issues.
- Participants apply their knowledge and skills in classroom, community, or civic contexts and show increased confidence in contributing to resilience-building efforts.
- Project teams and partnerships demonstrate strengthened capacity and expertise in delivering high-quality, place-based resilience education.

Long-Term Outcomes

- Participants are engaged in ongoing stewardship or local decision-making related to resilience and environmental challenges.
- Communities are better positioned to advance locally informed resilience solutions that integrate scientific, traditional, and community knowledge.

WHAT WE ARE LOOKING FOR

This grant opportunity aims to support projects that educate community members on local environmental challenges, engage learners in solutions-oriented activities, and empower participants to address their local environmental challenges. Activities should focus on place-based education/learning opportunities in coastal communities (see Appendix A for a definition of coastal communities) in Texas, Louisiana, Mississippi, Alabama, and/or Florida that advance resilience and scientific literacy. Activities may take place in formal (K-12) or informal educational settings and may target children, youth, and/or adults. Projects focused on children and youth as participants should incorporate activities that are complementary to formal (K-12) education standards and learning objectives.

Projects should use evidence-based educational approaches to engage project participants with locally relevant, place-based activities that are designed to increase community-level resilience. Projects should

be tailored to community needs and contexts, incorporate scientific information and best practices in education, enable participants to take action in their community, and empower current and future leaders to help address complex environmental challenges. Particular attention should be paid to communities that have greater exposure to and fewer resources to deal with environmental challenges.

Projects are strongly encouraged to develop and advance meaningful partnerships with community-based organizations (CBOs) from the communities supported by the project. If working with CBOs, projects should be co-designed with CBO partners. CBO partners should be involved in project implementation as well as included in project leadership or as advisors.

One way to reduce the impacts of disasters on the nation and its communities is to invest in enhancing resilience.⁴ Resilience education can lead to increased community engagement and civic action, ultimately leading to a healthier and more resilient society.⁵

There are a number of NOAA programs that offer a significant amount of science, education, and resilience expertise. If the project location includes areas that are served by NOAA's Sea Grant College programs, National Estuarine Research Reserves, Bay Watershed Education and Training Programs,⁶ and/or NOAA's Climate Adaptation Partnerships, applicants are encouraged to consider including representatives from these programs as project advisors or partners. NOAA has also assembled various resources for education in the Gulf states.⁷

Applicants should carefully review and take into consideration the Merit Review Criteria provided in this funding opportunity prior to submitting an application.

The National Academies must remain in compliance with federal guidance as it evolves. Given this, we advise applicants to ensure their applications align with applicable executive orders and review criteria and focus on presenting a strong and well-supported proposal.

⁴ National Research Council. 2012. *Disaster Resilience: A National Imperative*. Washington, DC: The National Academies Press. DOI: <https://doi.org/10.17226/13457>

⁵ National Academies of Sciences, Engineering, and Medicine. 2019. *Building and Measuring Community Resilience: Actions for Communities and the Gulf Research Program*. Washington, DC: The National Academies Press. DOI: <https://doi.org/10.17226/25383>

⁶ National Oceanic and Atmospheric Administration. "MWEER Resources." *National Oceanic and Atmospheric Administration, Office of Education, Bay Watershed Education and Training (B-WET) Program*. Accessed February 19, 2026. <https://www.noaa.gov/office-education/bwet/resources/mwee-resources>

⁷ National Oceanic and Atmospheric Administration. "NOAA in Your Backyard: Gulf of America." *National Oceanic and Atmospheric Administration, U.S. Department of Commerce*. Accessed February 19, 2026. <https://www.noaa.gov/education/noaa-in-your-backyard/gulf-of-america>

PROJECT STRUCTURE

All proposed activities should focus on place-based education/learning opportunities that engage learners in active and social learning activities rooted in local socio-environmental challenges and local resilience efforts. Applications should be tailored to community needs and contexts, incorporate scientific information and best practices in education, enable participants to take action in their community, and empower current and future leaders to help address the complex environmental challenges facing coastal communities (see Appendix A for a definition of coastal communities) in the Gulf states (Texas, Louisiana, Mississippi, Alabama, and Florida) now and into the future. The focus of this funding opportunity is programmatic activity with individuals; however, applications with complementary professional development activities for teachers and other educational professionals will be considered.

Applicants seeking funding to sustain and expand existing programming activities should include evidence that demonstrates significant positive impact(s) and the benefits of anticipated programmatic growth. Competitive applications include project partners, such as teachers and/or community members, throughout the project lifecycle, from design through implementation. Activities currently under consideration for funding from other sources are not eligible.

Applicants should carefully review the [Merit Review Criteria](#) prior to submitting.

PROJECT EVALUATION

The GRP requires that all funded projects under this grant opportunity undergo an independent evaluation to assess project implementation and the short- and medium-term outcomes identified above. Grantees must engage a qualified, external evaluator unaffiliated with the project team or a qualified, internal evaluator who is otherwise not involved with the project to design and implement this evaluation. The GRP can assist awardees in identifying independent evaluators based in the Gulf region to support this requirement. The funding recipient will provide the evaluation report to the GRP.

All applicants must include a brief description of their intended evaluation approach in their proposal. If selected for funding, grantees will be required to develop and submit a detailed evaluation plan with a program logic model within the first six months of the contract period. The GRP encourages the use of established resources to support evaluation planning, such as:

- The **CDC Framework for Program Evaluation** ([CDC Evaluation Resources](#))
- The **BetterEvaluation.org** platform, which provides step-by-step guidance and tools across all stages of evaluation design and implementation ([BetterEvaluation](#))

The funding recipient must allocate at least ten percent and no more than twenty percent of its budget to project evaluation. This amount, which may include in-kind assistance from partner organizations, is

not to be reallocated and is to be spent solely on delivery of the project evaluation as described in the proposal.

The evaluation must be completed within the grant period, an evaluation plan must be submitted within the first six months of the contract period, and a final evaluation report must be submitted to the GRP with the final written progress report. This report should include a program logic model, methods, findings, conclusions, and, where appropriate, recommendations for improvement or replication.

The GRP may also choose to conduct an independent, external evaluation of this grant series. Grantees are expected to cooperate fully with the evaluation process, including by providing timely access to relevant data, stakeholders, and documentation.

The GRP intends these project evaluations to:

- Help build an evidence-base that both grantees and the GRP can use to understand and communicate their impact.
- Enable organizational learning and increase capacity to provide quality programming.
- Support the sharing of successes, challenges, and insights among funders, grantees, and stakeholders.

If awarded, Project Directors and Evaluators will participate in a Grantee Peer Learning Meeting at the close of the period of performance to share their evaluation results, project highlights, success stories, and lessons learned with their fellow grantees and GRP staff.

ELIGIBILITY

Eligible applicants are limited to institutions of higher education; K-12 public and independent schools and school systems; other nonprofits, including community-based organizations and informal education institutions, such as museums, zoos, and aquariums; state and local government agencies; and Indian tribal governments in the United States. Federal agencies, for-profit organizations, foreign institutions, and individuals are not eligible to apply or receive funding; however, they may participate as project partners. The applying organization will be referred to as the “applicant” hereafter. The individual who will lead the proposed project will be referred to as “Project Director” hereafter. All eligible applicants must have a valid federal tax ID number in order to apply.

The Program will not consider funding applications for political lobbying or advocacy activities.

Project Directors usually initiate applications that are officially submitted by their employing organizations (the applicant). When initiating an application, the Project Director typically is responsible for ensuring the application meets all the requirements outlined by the Gulf Research Program as well as any requirements set by the employing organizations.

The Gulf Research Program requires individuals named as Project Director or Key Personnel in an application to adhere to the following:

- An individual may be proposed as Project Director in only one application. If an individual is proposed as Project Director in any application, they may also be proposed as Key Personnel in up to two additional applications.
- An individual not proposed as a Project Director in any application may be named as Key Personnel in up to three applications.
- It is the responsibility of each individual being named as Project Director or Key Personnel in any application to ensure that they are not named in more than three total applications.

To best serve the residents of the region, the GRP aims to limit the overhead charges on educational grants. As such, overhead charges for this grant opportunity cannot exceed a total of 20%. This limit also applies to subawardee budgets.

APPLICATION SUBMISSION

Applicants can apply for this funding opportunity via the [online application system](#). Applications submitted by other means (e.g., mail, fax, or email) will not be considered. Application materials must be submitted in English.

Project Directors should review the application preparation and submission instructions and submit any questions to gulfgrants@nas.edu prior to the submission deadlines. The Gulf Research Program strives to respond to applicants' questions within two business days but cannot guarantee that applicants' questions will be answered before submission deadlines.

APPLICATION GUIDELINES

All complete applications will be reviewed by an external review panel and evaluated using the [Merit Review Criteria](#).

The application must provide the following information:

- 1) Project Team:
 - a) Project Director
 - i) ORCID (Open Research and Contributor ID)
 - b) Key Personnel
 - c) Applicant Overview (maximum 1500 words)
 - i) Describe the applicant (e.g., location, service area, mission)

- ii) Describe the applicant’s experiences working with coastal communities affected by environmental hazards (see Appendix A for a definition of coastal communities)
 - iii) Describe the applicant’s existing resilience education projects
 - d) Involvement of Project Director or Key Personnel in other applications related to this funding opportunity
- 2) Project Details:
 - a) Project Title (maximum 15 words)
 - b) Project Key Words (maximum 10 words). Please highlight key features of your application that make it unique.
 - c) Project Summary (maximum 250 words)
 - d) Project Timeline (Excel upload)
 - e) Project Description (maximum 3,000 words total)
 - i) Discuss the proposed place-based, resilience education project. Please clearly describe the setting and the types of activities participants will engage in, along with any ages or grades that the project focuses on, if relevant. Please detail the states and coastal locations where the project will occur (see Appendix A for a definition of coastal communities). (maximum 1000 words)
 - ii) Discuss how the proposed project will provide opportunities for participants to (1) learn about and apply scientific information as it relates to preparing for, solving, or addressing local environmental challenges; (2) engage in active and social learning that is solutions-oriented, hopeful, and contributes to local resilience efforts; (3) empower scientifically literate, community-minded leaders. (maximum 1250 words)
 - iii) Discuss the educational approaches for the proposed project, including any corresponding formal education standards and learning objectives (if applicable), and how the proposed project will build local resilience to natural hazards. (maximum 750 words)
- 3) Project Evaluation Approach (maximum 1000 words total)
 - a) Provide a brief description of your intended evaluation approach. Specifically, indicate who will conduct the evaluation, whether an evaluator has already been identified, and how funds have been budgeted to support this requirement. Applicants must also acknowledge that they will submit a full evaluation plan within the first six months of the contract. Applicants should describe how they intend to meet these expectations:
 - i) Internal capacity: If you plan to conduct the evaluation in-house, explain your team’s relevant expertise and how you will ensure the evaluator remains independent from project implementation.
 - ii) External evaluator or learning partner: If you plan to engage an external evaluator, briefly describe the type of support they will provide (e.g., facilitation, technical assistance, data collection, analysis) and indicate whether a partner has already been identified.
- 4) Proposed Budget
 - a) Total Budget Requested

- b) Budget Justification: Please submit a budget justification. A [sample budget justification](#) is provided (maximum 2,000 words)
 - c) Budget Form: Download the [budget template](#). Complete this form to provide information on the proposed budget. Budget requests should be developed commensurate with the support needed to achieve the project goals. Adequate compensation should be provided for community-based organization partners and community members for the effort they are contributing to the project. Budget requests should, if relevant, include competitive teacher stipends commensurate with the proposed activities, as appropriate.
- 5) Other Attachments
- a) Data Management Plan: Describe how project data will be collected, managed, stored, protected, and made accessible throughout the lifetime of the project. Certain exceptions apply for evaluation data and projects whose main goal is education. Please refer to the [GRP's Data Management Policy](#) for explicit instructions on developing the project's Data Management Plan. (Maximum 1,500 words)
 - b) Resume(s): Resumes are required for the Project Director and every individual identified as a Project Team member. A resume may be included for the evaluator. Resumes may not exceed two pages per person. All resumes should be combined and uploaded as a single PDF document. Do not include resumes for individuals not named as a Project Director or Project Team member.
 - c) Collaborators and Other Affiliations Form: The purpose of this form is to help the GRP eliminate potential conflicts of interest during reviewer recruitment. Download the [Collaborators and Other Affiliations form](#) and complete it to provide information on the following:
 - i) All persons (including their current organizational affiliations) who are currently, or who have been collaborators (i.e. an individual with whom you work closely to co-design or conduct a project) or co-authors with the individual on a project, book, article, report, abstract, or paper during the 48 months preceding the submission of the application.
 - ii) The individual's own graduate and postdoctoral advisor(s) and their current organizational affiliations.
 - iii) A list of your past and current advisees (including their current organizational affiliations)
 - d) Current and Pending Support from Other Sources Form: Download the [Current and Pending Support from Other Sources form](#). Applicants must provide information on the current and pending support of the Project Director, and other Project Team members, if applicable, and upload it to the online application system. The form calls for required information on current and pending support for ongoing projects and applications. All current project support from whatever source (e.g., federal, state, local or foreign government agencies, public or private foundations, industrial or other commercial organizations) must be listed. The proposed project and all other projects or activities requiring a portion of time of the project personnel and other senior personnel must be included, even if they receive no salary support from the project(s). The total award amount for the entire award period covered (including indirect costs) must be

shown as well as the number of person-months per year to be devoted to the project, regardless of source of support.

The National Academies must remain in compliance with federal guidance as it evolves. Given this, we advise applicants to ensure their applications align with applicable executive orders, review criteria, and focus on presenting a strong and well-supported proposal.

MERIT REVIEW CRITERIA

It is important that all applications clearly describe how the anticipated outputs and outcomes are appropriately aligned to the goals of the proposed project.

All complete applications will be evaluated on the basis of the Merit Review Criteria described below. Applicants should consider the application Guidelines as well as Merit Review Criteria in the development of their application. Reviewers may raise additional issues that are not covered by the criteria.

Place-Based Education (30%)

- To what extent does the proposed project have the potential to increase participants' scientific literacy?
- To what extent does the proposed project provide opportunities for participants to learn about local environmental challenges and possible solutions to prepare for, address, or solve those challenges?
- To what extent is the proposed project based on established scientific evidence about current and future natural hazards and stresses facing communities and considers relevant factors in the targeted geographic area(s)?

Project Design and Feasibility (25%)

- To what extent is the proposed project well designed and feasible within the criteria of this funding opportunity?
- To what extent does the proposed project use an appropriate method for engaging participants in active and social learning?
- To what extent does the proposed project complement formal education standards and learning objectives, where applicable?
- To what extent are the anticipated outputs and outcomes clearly described and appropriately aligned to the goals of the proposed project?

Resilience (25%)

- To what extent does the proposed project address local resilience efforts (e.g., considers local or state level plans)?

- To what extent does the proposed project offer solutions-oriented approaches to enhancing, bolstering, or developing resilience?
- To what extent does the proposed project empower participants with community-specific and solutions-oriented activities?
- To what extent does the proposed project seek to use appropriate methods to engage and empower community members who have greater exposure to and fewer resources to deal with environmental challenges?

Project Team (10%)

- To what extent are Project Team members and Collaborators well-qualified in their experience, knowledge, and skills to ensure the completion of a successful project?
- To what extent are the evaluator(s) well-qualified in their experience, knowledge, and skills to ensure the completion of a successful project evaluation?
- Does the applicant show prior experience in working in the Gulf states, show prior experience with resilience issues of the Gulf states, or demonstrate partnerships with local organizations in the Gulf states on proposed projects?

Budget (10%)

- To what extent is the budget commensurate with the proposed activities?
- To what extent is the budget being directed towards ultimately supporting the professional learning of educators and/or towards participant experiences?
- To what extent is the budget sufficiently supporting the scope of the evaluation planned?

RESEARCH INVOLVING HUMAN SUBJECTS

All projects involving human subjects must be submitted to an institutional review board (IRB) for review and either receive IRB approval or be granted exemption from human subjects regulations. Proposers should file their application with their local IRB at the same time the application is submitted to the Gulf Research Program so that any approval procedure determined as necessary will not delay the project. An application may be submitted to the Gulf Research Program prior to receiving IRB approval or being granted exemption; however, if the application is selected for funding, the award will be made conditional upon IRB granting approval or exemption from human subjects regulations within 90 days of the project start date. If a proposed project involving human subjects is granted exemption from human subjects regulations [see 45 CFR §46.101(b)], the applicant must provide documentation that an IRB (or the appropriate authority other than the Project Director or Key Personnel) has declared the project exempt from the human subjects regulations. Documentation should include the specific category justifying the exemption. Organizations without internal access to an IRB must seek approval or exemption from an independent review board or other appropriate authority. Visit our website for more

[information about human subjects regulations.](#)

DATA MANAGEMENT

All applications must submit a Data Management Plan. Certain exceptions apply for evaluation data and projects whose main goal is education. Please refer to Section 2 of the GRP's [Data Management Policy](#) for the requirements regarding your application.

Most funded activities produce data. The Federal government defines data in Title 48 of the Code of Federal Regulations (CFR) Section 27.401 as “recorded information, regardless of form or the media on which it may be recorded.” The Office of Management and Budget (OMB) further defines data in Memorandum M-13-13 on Open Data as “structured information” which is to be “contrasted with unstructured information (commonly referred to as "content") such as press releases and fact sheets.” Unstructured information is commonly referred to as information products.

The GRP currently maintains a contract with GRIIDC, a Gulf science data repository, to help manage and store data and information products produced by recipients of GRP funding. This contract supports the GRP's goal of making data Findable, Accessible, Interoperable, and Reusable (FAIR), and allows recipients of GRP funding to receive data management training, and to submit data and information products to GRIIDC at no additional cost.

Please refer to Section 3 of the GRP's [Data Management Policy](#) for specific instructions on how to format your plan.

The GRP's [Data Management Policy](#) provides additional information on what must be included in the data management plan submitted as part of an application.

MAKING THE AWARD

Selection Notice

The GRP reserves the right to select all, some, one, or none of the applications received in response to this solicitation.

When the evaluation of an application is complete, the project director will be notified that (1) the application has been selected for funding pending contract negotiations, or (2) the application has not been selected. These official notifications will be sent via email to the project director identified on the application. If an application is selected for award, the GRP reserves the right to request additional or clarifying information for any reason deemed necessary, including, but not limited to, indirect cost information or other budget information.

Award Notice

The GRP transmits award notices to organizations via e-mail. The award is not finalized and the National Academies of Sciences, Engineering, and Medicine is not obligated to provide any funding until a signed copy of the award agreement has been received by the Academies.

Grant Periods

Upon receipt of the award notice, the awardee should note the effective date and the expiration date. The effective date is the date specified in the grant notice on or after which expenditures may be charged to the grant. Charging expenditures to the grant prior to the effective date is prohibited. The expiration date is the date specified in the grant notice after which expenditures may not be charged against the grant except to satisfy obligations to pay allowable project costs committed on or before that date. Once an award is made, the effective date cannot be changed.

POST-AWARD MANAGEMENT

Coordination with GRP

After the award is conferred, grantees shall coordinate with the GRP to formally initiate the project. GRP staff will periodically request status meetings during the project implementation phase to discuss progress and any unanticipated developments that may affect the project outcomes as specified in the grant agreement. These interactions will help ensure successful management of the grant.

Reporting Requirements

After an award is conferred, the grantee shall provide an annual financial report to the GRP to report on grant expenditures to date under the grant. Within the first six months of the contract, the grantee must submit a full evaluation plan to the GRP. The grantee shall provide an annual written report to the GRP to report on activities being carried out under the grant, including but not limited to project accomplishments to date and grant expenditures. No later than 60 days after the expiration of the award, the grantee shall provide final financial and written grant reports. The final written grant report shall address the original objectives of the project as identified in the grant application, describe any changes in objectives, describe the final project accomplishments, and include a final project accounting of all grant funds in the final financial report. Once a final project evaluation report is completed, the grantee shall provide the final evaluation report to the GRP along with the final written progress report.

If awarded, Project Directors and Evaluators will participate in a Grantee Peer Learning Meeting at the close of the period of performance to present their evaluation results, grant highlights, success stories, and lessons learned with their fellow grantees and GRP staff.

Data Management

Implementation of a data management plan will be monitored through the annual and final report process, as well as through regular communication with GRIIDC. All awardees who will be submitting data or information products must set up an account with GRIIDC within 3 months of the project start date and will be monitored regarding their submission of Dataset Information Forms and final datasets.

Specific timelines can be found in the GRP's [Data Management Policy](#).

SCIENTIFIC INTEGRITY

A fundamental purpose of the GRP is to facilitate the advancement of knowledge and the application of science to address challenges relevant to the GRP's mission. All activities of the GRP will be conducted to meet the highest standards of scientific integrity. All grantees have a responsibility to use the funds wisely.

GRANT AGREEMENT TERMS AND CONDITIONS

Please review the Grant Agreement prior to submitting an application. It is the policy of National Academies of Sciences, Engineering, and Medicine to entertain potential modifications to the Grant Agreement only under the most exceptional circumstances. Rather, successful applicants are strongly encouraged to sign the Grant Agreement as presented.

- [View a sample grant agreement if the applicant is a public institution.](#)
- [View a sample agreement if the applicant is a private institution.](#)

ABOUT THE GULF RESEARCH PROGRAM

[The National Academies'](#) Gulf Research Program (GRP) is an independent, science-based program founded in 2013 as part of legal settlements with the companies involved in the 2010 Deepwater Horizon disaster. The GRP's mission is to develop, translate, and apply science to enhance the safety of offshore energy, the environment, and the wellbeing of the people of the Gulf region for generations to come. It supports innovative science, guides data design and monitoring, and builds and sustains networks to generate long-term benefits for the Gulf region and the nation.

APPENDIX A

Projects funded under this opportunity must have project activities in at least one coastal community, which is situated in a coastal county. This funding opportunity uses the definition of coastal counties that was originally used in NOAA’s 2011 “Gulf at a Glance” report and later updated in NOAA’s “Defining Coastal Communities” quick reference guide.^{8,9} Specifically, to be included as a “coastal county,” one of the following criteria must be met: (1) at a minimum, 15% of the county’s total land area is located within a coastal watershed or (2) a portion of or an entire county accounts for at least 15% of a U.S. Geological Survey coastal cataloging unit, with Highlands County, Florida and Allen Parish, Louisiana included as they are completely surrounded by coastal counties. The Gulf Coast states contain a total of 142 coastal counties across the five U.S. Gulf States. Those counties are shown in blue in the map below and listed below.



⁸ National Ocean Service, NOAA. 2011. *The Gulf of Mexico at a Glance: A Second Glance*. Washington, DC: U.S. Department of Commerce.

⁹ National Oceanic and Atmospheric Administration, Office for Coastal Management. *Defining Coastal Counties: Quick Reference Guide*. Silver Spring, MD: National Oceanic and Atmospheric Administration, Office for Coastal Management. <https://coast.noaa.gov/data/digitalcoast/pdf/defining-coastal-counties.pdf>

Florida

1. Bay
2. Calhoun
3. Charlotte
4. Citrus
5. Collier
6. DeSoto
7. Dixie
8. Escambia
9. Franklin
10. Gadsden
11. Gilchrist
12. Glades
13. Gulf
14. Hardee
15. Hendry
16. Hernando
17. Highlands
18. Hillsborough
19. Holmes
20. Jackson
21. Jefferson
22. Lafayette
23. Lee
24. Leon
25. Levy
26. Liberty
27. Madison
28. Manatee
29. Marion
30. Monroe
31. Okaloosa
32. Pasco
33. Pinellas
34. Polk
35. Santa Rosa
36. Sarasota
37. Sumter
38. Suwannee

39. Taylor
40. Wakulla
41. Walton
42. Washington

Alabama

43. Baldwin
44. Clarke
45. Covington
46. Escambia
47. Geneva
48. Mobile
49. Monroe
50. Washington

Mississippi

51. Amite
52. George
53. Hancock
54. Harrison
55. Jackson
56. Lamar
57. Marion
58. Pearl River
59. Pike
60. Stone
61. Walthall
62. Wilkinson

Louisiana

63. Acadia
64. Allen
65. Ascension
66. Assumption
67. Avoyelles
68. Beauregard
69. Calcasieu
70. Cameron

71. East Baton Rouge
72. East Feliciana
73. Evangeline
74. Iberia
75. Iberville
76. Jefferson
77. Jefferson Davis
78. Lafayette
79. Lafourche
80. Livingston
81. Orleans
82. Plaquemines
83. Point Coupee
84. Rapides
85. Sabine
86. St. Bernard
87. St. Charles
88. St. Helena
89. St. James
90. St. John the Baptist
91. St. Landry
92. St. Martin
93. St. Mary
94. St. Tammany
95. Tangipahoa
96. Terrebonne
97. Vermilion
98. Vernon
99. Washington
100. West Baton Rouge
101. West Feliciana

Texas

102. Aransas
103. Austin
104. Bee

105. Brazoria
106. Brooks
107. Calhoun
108. Cameron
109. Chambers
110. Colorado
111. DeWitt
112. Duval
113. Fayette
114. Fort Bend
115. Galveston
116. Goliad
117. Harris
118. Hidalgo
119. Jackson
120. Jasper
121. Jefferson
122. Jim Hogg
123. Jim Wells
124. Kenedy
125. Kleberg
126. Lavaca
127. Liberty
128. Live Oak
129. Matagorda
130. Newton
131. Nueces
132. Orange
133. Refugio
134. San Patricio
135. Starr
136. Tyler
137. Victoria
138. Waller
139. Washington
140. Webb
141. Wharton
142. Willacy